



WITHDRAWN

COLLEGIATE INSTITUTES

—AND—

HIGH SCHOOLS.

*Intermediate and Second Class Teachers' Examination
Papers,*

JULY, 1879.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 1.)

ENGLISH LITERATURE.

TIME—TWO HOURS AND A QUARTER.

Examiner—J. M. BUCHAN, M.A.

Values.

- | | | |
|-----------------|--|-----|
| 8 | 1. State Milton's conception of the universe, as presented in <i>Paradise Lost</i> . | |
| 6 | 2. Give a brief synopsis of Book I, and explain the position of affairs at the time at which Book II begins. | |
| 15, i.e.
3×5 | 3. Quote the descriptions of Death, Belial, Beëlzebub, and Lethe, and the simile of the Gryphon. | |
| | 4. Before their eyes in sudden view appear | 890 |
| | The secrets of the hoary Deep, a dark | |
| | Illimitable ocean, without bound, | |
| | Without dimensions, where length, breadth, and | |
| | highth, | |
| | And time, and place are lost; where eldest Night | |
| | And Chaos, ancestors of Nature, hold | 895 |
| | Eternal anarchy amidst the noise | |
| | Of endless wars, and by confusion stand: | |
| | For Hot, Cold, Moist, and Dry, four champions fierce, | |
| | Strive here for mast'ry, and to battle bring | |
| | Their embryon atoms; they around the flag | 900 |
| | Of each his faction, in their several clans, | |
| | Light-arm'd or heavy, sharp, smooth, swift, or slow, | |
| | Swarm populous, unnumber'd as the sands | |
| | Of Barca or Cyrene's torrid soil, | |
| | Levied to side with warring winds, and poise | 905 |
| | Their lighter wings. To whom these most adhere, | |
| | He rules a moment; Chaos umpire sits, | |
| | And by decision more embroils the fray | |
| | By which he reigns: next him high arbiter | |
| | Chance governs all. | 910 |

—Milton—*Paradise Lost*, Book II.

[OVER.]

Values.

1	(i.) <i>Their</i> (l. 890). Whose ?
3	(ii.) <i>Ancestors of Nature</i> . Explain the allusion.
2	(iii.) <i>By confusion stand</i> . Explain.
3	(iv.) To what ancient philosophic theory is there an allusion in ll. 898-900 ?
2	(v.) <i>They</i> (l. 900). Who ?
2	(vi.) Where were Barca and Cyrene ?
4	(vii.) Parse 'levied' (l. 905). Explain the meaning of 'poise.'
2	(viii.) <i>Their</i> (l. 906). Whose ?
4	(ix.) Explain the construction and meaning of To whom these most adhere, He rules a moment.
2	(x.) Who is called 'high arbiter' in l. 909 ?
7	(xi.) Point out any peculiarities of Milton's genius illustrated by this passage.
5	(xii.) Scan ll. 892, 893, 900, 901, 905.
8	5. Write an account of Milton's life.
8	6. Briefly state anything you know with respect to the influence of the Puritan Revolution upon literature.
18, i.e. 3+3+ 3+3+ 2+4	7. Give the propositions made by Moloch, Belial, Mammon, and Beëlzebub at the council. Who utters these words : Who shall tempt with wand'ring feet, The dark, unbottom'd, infinite abyss ? Give the part of his speech which follows.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

ENGLISH GRAMMAR.

TIME—THREE HOURS.

Examiner—J. M. BUCHAN, M.A.

Values.

- | | | | |
|----|--------|--|--|
| | 1. | "I laugh, when those who at the spear are bold
And venturous, if that fail them, shrink, and fear
What yet they know must follow, to endure
Exile, or ignominy, or bonds, or pain,
The sentence of their conqueror." | |
| 5 | (i.) | Divide into propositions, and state which are sub-
ordinate. | |
| 15 | (ii.) | Parse each subordinate proposition as if it were a
single word. | |
| 6 | (iii.) | Parse 'to endure,' and 'sentence.' | |
| 7 | (iv.) | Give the derivation of the words in the last two
lines. | |
| | 2. | "Know
I come <i>no enemy, but to set free</i>
<i>From out</i> this dark and dismal house of pain
Both him and thee, and all the Heavenly host
Of spirits, that in our just pretences armed 825
Fell with us <i>from on high</i> ; from them I go
This uncouth <i>errand sole</i> , and, <i>one</i> for all,
Myself expose, with lonely steps to tread
The unfounded deep, and through the void immense
To search with wandering quest a place foretold 830
<i>Should be</i> , and, <i>by</i> concurring signs, <i>ere</i> now
Created, vast and round, a place of bliss
In the purlieus of Heaven, and, therein placed,
A <i>race</i> of upstart creatures, <i>to supply</i>
<i>Perhaps</i> our vacant room, <i>though</i> more removed, 835
Lest Heaven, surcharged with potent multitude,
Might hap to move new broils." | |
| | | — <i>Paradise Lost, Book II, ll. 821-837</i> | |
| 60 | (i.) | Parse the italicised words. | |

[OVER.]

- (ii.) Parse the following phrases as if each were a single word :
- 9 'Of pain' (l. 823), 'with lonely steps to tread the unfounded deep' (ll. 828 and 9), 'in the purlieus of Heaven' (l. 833).
- 5 (iii.) *Both* (l. 824). Give the arguments for and against parsing this word as a conjunction when used in this way.
- 2 (iv.) *Void immense* (l. 829). In what different ways may each of these words be parsed?
- 3 (v.) Explain the meaning of 'by' in l. 831.
- 3 (vi.) Supply the ellipsis after 'removed' in l. 835.
- 5 (vii.) Discuss the relation of the phrase 'to move new broils' in l. 837 to the verb 'might hap.'
- 27 3. Make improvements in the following sentences where necessary:
- A word before is worth two behind.
- It is proved in the first book and twenty-ninth proposition that when a straight line falls on two parallel straight lines it makes the alternate angles equal.
- I don't know as I can give it in the words of the book.
- Perseverance is indisputable to success.
- Let $\frac{a}{b}$ equal to x .
- Many of our readers are probably familiar with the Britannia Tubular Bridge, which spans the Menai.
- The teacher should encourage cleanliness by all the means in his power, and if he sees that diseases are concealed by the hair or clothing, or that attempts are made to do so, he should see the parents about it.
- The temperature is not gradual.
- Among the advantages of using steam for warming a building may be reckoned the more equitable distribution of heat.
- 5 4. Should a meeting of the members of a church for purposes of enjoyment be called a social or a sociable? Give reasons for your answer.
- 13 5. Explain clearly what you mean by the term indirect object. Point out the indirect objects in the following

sentences, and parse all the words in the objective case which are neither direct nor indirect objects :

He made him a coat.

He made him king.

He ordered them to hang the rascal.

He ordered the rascal to be hanged.

Let us not forget this.

I saw him run.

The master taught the boys Latin.

He fought a battle.

He ran a mile.

It measures a mile.

15

6. Point out the ambiguity in

He measures six feet.

He thinks he is beaten.

The duke yet lives that Henry shall depose.

Just at this moment I met a man who seemed a suspicious sort of fellow and turned down a lane.

I am not bound to receive any messenger you may send.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 3.)

GEOGRAPHY.

TIME—Two Hours.

Examiner.—G. W. Ross.

Values.

- | | |
|-----|---|
| 4 | 1. Define Equinox, Steppes, Great Circle, and Isothermal lines. |
| 4×4 | 2. What is the form of the earth's orbit? How do you account for the warmth of Summer in our hemisphere, although the earth is farther from the sun than it is in Winter? |
| 10 | 3. In what country, or countries, would you be most likely to find the giraffe, the ostrich, the condor, the reindeer, the chamois? |
| 20 | 4. Outline the west coast of North America, indicating the islands near the coast, the rivers emptying into the Pacific Ocean, and the principal cities or towns on the seaboard. |
| 10 | 5. Name the States bordering on the lakes between Canada and the United States, and mention at least two cities in each. |
| 12 | 6. Name six rivers in Asia running south, also the waters into which they empty. |
| 12 | 7. Over what railroads, and through what large towns or cities would you pass on a trip from Ottawa to Barrie? |
| 24 | 8. Where and what are Sitka, Cobequid, Lepanto, Cayenne, Socotra, Aral, Kertch, Wight, St. Louis, Canso, Tweed and Chudleigh? |

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 4.)

DICTATION.

TIME—THIRTY MINUTES.

Examiner—JAMES HUGHES.

N.B.—*This Paper is not to be seen by the Candidates.*

Immense pyramidal mounds, crowned with gorgeous palaces, or sacrificial altars, adorned with elaborate sculptures, tablets covered with hieroglyphic inscriptions, as yet undecipherable, generally rude, but sometimes elegant in idea and execution, sculptures, and paintings, and ornaments, are met with in increasing numbers among the depths of the tropical forests, the gorgeous vegetation of which invests them, as it were, with a funeral shroud, and embraces them in the death-grasp of final obliteration. It is fortunate that some records of these precious memorials are preserved to us by recent explorers. They attest the former existence of a race which had attained a fixed state of civilization, a considerable knowledge of the arts and sciences, with a religious system, of which terror appears to have been the great principle, human sacrifices forming its conspicuous feature; a state of things, indeed, in all respects identical with the condition of Mexico at the period of its invasion by Cortez, when some of the temples were doubtless destroyed, while others, of more ancient date, probably, were at that period already fallen into ruin. In North America, during the period of its first settlement, which was confined almost exclusively to the seaboard, no discoveries whatever were made.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 5.)

ARITHMETIC.

TIME—THREE HOURS.

Examiner—J. A. McLELLAN, LL.D.

Values.

- | | |
|----|--|
| 10 | 1. (a) Divide $84.33247\bar{6}$ by 12.734.
(b) The circumference of a circle divided by 3.1415926 gives the diameter nearly; what multiplier of five decimal places may be used instead of this divisor? |
| 10 | 2. Show how to find the G.C.M. and the L.C.M. of two or more fractional numbers.
The G.C.M. of two fractional numbers is $\frac{13}{160}$, and their L.C.M. is $34\frac{1}{8}$; one of the numbers is $2\frac{1}{4}$, find the other. |
| 10 | 3. Sterling exchange is quoted in Toronto at $109\frac{1}{8}$ for 60-day bills; what must be paid for a 60-day bill for £45 8s. 6d.? |
| 10 | 4. The old wine gallon is 231 cubic inches; the cubic inch is .000016386 cubic metres, and the imperial gallon is 4.54102 litres; how many imperial gallons are there in 157 wine gallons? |
| 10 | 5. There are two clocks, one of which loses $3\frac{1}{2}$ minutes a day, and the other gains $3\frac{1}{2}$ minutes a day; the latter marks a time 25 minutes in advance of the former: when will both clocks mark the same time? |
| 10 | 6. A person had stock of the Dominion Bank; he received a half-yearly dividend of $4\frac{1}{4}$ per cent., which he invested in the same stock at $113\frac{1}{3}$, and his entire stock was now \$16,600; how much stock had he at first? |

[OVER.]

Values.

10

7. If 5 men earn as much in a day as 8 women, and 2 women as much as 3 boys, and if 7 men, 12 women, and 20 boys earn \$205.50 in 6 days, what amount will be earned in 8 days by 6 men, 10 women, and 24 boys?

• 10

8. If 12 lbs. avoirdupois of American standard silver, which is 90 per cent. fine, be coined into 175 dollars; and if the value of the alloy be $37\frac{1}{2}$ per cent. of that of pure silver, find the value of one pound Troy of the alloy.

10

9. A merchant imported 700 yards of silk and marked it to gain, as he supposed, 25 per cent.; but having neglected to take into account a charge of \$125 for freight and duty, he made only $6\frac{2}{3}$ per cent. profit: find the invoice price of the silk.

10

10. (1) How many yards of painting are there in the walls of a room 20 ft. long, 14 ft. 6 in. wide, and 10 ft. 4 in. high, allowing for a fire-place 4 ft. by 4 ft. 4 in., and two windows each 6 ft. by 3 ft. 2 in.?

(2) Find the number of cubic feet in a hollow cylinder, the external circumference of which is 5 ft. 6 in., the internal circumference 3 ft. 8 in., and the length 18 feet.

Education Department, Ontario,

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 6)

ENGLISH HISTORY.

TIME—TWO HOURS AND A HALF.

Examiner—S. ARTHUR MARLING, M.A.]

Values.

- | | |
|----|---|
| 10 | 1. Derive and explain the terms ‘villain,’ ‘sheriff,’ ‘confiscation,’ ‘homage,’ ‘knights templars.’ |
| 10 | 2. State the chief differences between the Saxon and the Norman rule in England with respect to (i.) the government of the country ; (ii.) the condition of the people. |
| 10 | 3. Mention the chief clauses of the Magna Charta. |
| 10 | 4. Tell the principal events of the reign of Edward I. |
| 10 | 5. Write concise historical explanatory notes on the Restoration, the battle of Culloden, the declaration of American Independence, the Corn Laws, the Crimean War. |
| 10 | 6. Tell briefly the part played in English history by Thomas Cromwell, John Hampden, Charles James Fox, John Wilkes. |
| 10 | 7. “The Queen reigns, but does not govern.” Discuss this statement. |
| 10 | 8. Say what you know about Lord Sydenham’s administration in Canada. |
| 10 | 9. What led the Romans to interfere in the affairs of Macedonia, and by what steps did Macedonia become a Roman Province? |
| 10 | 10. Give a brief account of the “Social War” in Italy. |

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 7.)

ALGEBRA.

TIME—TWO HOURS AND A HALF.

Examiner—J. A. McLELLAN, LL.D.

Values.

- | | |
|----|---|
| 9 | 1. Simplify |
| | $\left(\frac{ax^2 - ay^2 + 2bxy}{x^2 + y^2} \right)^2 + \left(\frac{by^2 - bx^2 + 2axy}{x^2 + y^2} \right)^2$ |
| 5 | 2. Divide $a^3 - b^3 - c^3 - 3abc$ by $a - b - c$, and show, without expansion, that |
| 5 | $(1+x+x^2)^3 - (1-x+x^2)^3 - 6x(x^4+x^2+1) - 8x^3 = 0.$ |
| 3 | 3. Resolve into factors $x^4 - \frac{1}{4}x^2y^2 + y^4$, and |
| 5 | $7x^2 - 6y^2 - xy + 19x + 33y - 36$; and prove that |
| 4 | $b^2(c+a) + c^2(a+b) - a^2(b+c) + abc$ is exactly divisible by $b+c-a$. |
| 4 | 4. Apply Horner's method of division to find the value of $5x^5 + 497x^4 + 200x^3 + 196x^2 - 218x - 2000$ when |
| 4 | $x = -99$, and the value of $6x^5 + 5x^4 - 17x^3 - 6x^2 + 10x - 2$ when $2x^2 = -3x + 1$. |
| 11 | 5. Find what $\frac{\sqrt{a+x} + \sqrt{a-x}}{\sqrt{a+x} - \sqrt{a-x}}$ becomes when |
| | $x = \frac{2ab}{1+b^2}.$ |
| 2 | 6. If a and b be any positive numbers, prove that |
| 4 | $\frac{1}{a} + \frac{a}{1+a} > 1, \quad \frac{a}{b} + \frac{b}{a} > 2.$ |

[OVER.]

7. Solve the equations—

4 (1) $x^{\frac{1}{2}} + y^{\frac{1}{2}} = 5$
 $\frac{1}{x^{\frac{1}{2}}} + \frac{1}{y^{\frac{1}{2}}} = \frac{5}{6}.$

3 (2) $x + 2y + 3z = 14$
 $2x + 3y + z = 11$
 $3x + y + 2z = 11.$

5 (3) $(x + 1)(x + 3)(x + 4)(x + 6) = 16.$

10 8. There are three consecutive numbers such that the sum of their cubes is equal to $16\frac{2}{7}$ times the product of the two higher numbers : find the numbers.

4 9. (1) Form an equation three of whose roots are 0, $\sqrt{-3}$, and $1 - \sqrt{2}$.

7 (2) If one of the roots of the equation $x^2 + px + q = 0$, is a mean proportional between p and q , prove that $p^3 = q(1 + p)^2$.

11 10. Two trains start at the same instant, the one from B to A, the other from A to B; they meet in $1\frac{1}{2}$ hours; and the train for A reaches its destination $52\frac{1}{2}$ minutes before the other train reaches B: compare the rates of the trains.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 8.)

NATURAL PHILOSOPHY.

TIME—TWO HOURS AND A HALF.

Examiner—J. C. GLASHAN.

N.B.—Candidates, in order to pass, must make at least 22 marks on this paper, and at least 120 marks on the group—Natural Philosophy, Chemistry, and Book-keeping.

Values.

- | | |
|---|---|
| 3 | 1. How are statical forces measured? |
| 3 | State the principle of the transmissibility of force. |
| 6 | By what experiments could this principle be illustrated, (1) for pressures, (2) for tensions? |
| 7 | A string, $ABCD$, is suspended from the point A . At the point B , a weight of 8 oz. is attached, at C a weight of 6 oz. is attached, and at D a weight of 2 oz. is attached. Find the tension of the string between A and B , between B and C , and between C and D . |
| 3 | 2. Enunciate the Triangle of Forces, explaining your enunciation by means of a diagram in which the directions of action of the forces are marked by arrows. Mark also the point of application of the forces. |
| 4 | Show that <i>perpendicular</i> may be substituted for <i>parallel</i> in the enunciation. |
| 7 | A weight of 51 lbs. hangs by two cords, AB 8 feet long and AC 15 feet long. The cords, which act at right angles to one another, are fastened to the points B and C , BC being horizontal. Find the tension of the cords. (Explain your solution by means of a diagram.) |
| 4 | 3. The moment of a given force about a given point is the same, no matter at what point in its line of action the force is supposed to act. |
| 7 | Two boys carry a pail of water weighing 21 lbs., by means of a stick weighing one pound. What weight does |

[OVER.]

Values.

- each boy support, the pail being hung 15 inches from one boy and 21 inches from the other, the centre of gravity of the stick being mid-way between the boys.
- 4 4. Show how to determine (whenever possible) the position of the centre of two parallel forces.
- 4 How can the centre of gravity of a body be determined experimentally?
- 7 A uniform rectangular board, $ABCD$, is suspended from the angular point A . To the angular point B is suspended a weight of 7 oz. Given that AB is 5 inches and BC 12 inches, and that the weight of the board is 6 oz., find where the vertical line through A will cut the diagonal BD .
- 3 5. State the principle of virtual velocities.
- 3 Define the term virtual velocity.
- 7 With what force must a horse pull in order to draw a load of 1105 lbs. up an incline of 21 in 221 (measured along the plane), the traction being parallel to the plane? (Solve by virtual velocities.)
- 4 6. "Any force, however small, may, by the transmission of its pressure through a fluid, be made to support any weight however large." Explain how this is possible.
- 6 Describe any machine constructed to take advantage of this principle.
- 7 A tube whose internal cross-section is one square inch opens freely into a water-tank whose internal horizontal section is 5 square feet. In the tube there works a piston. What pressure would be exerted on the piston by the water in the tank rising to a height of 12 feet above the level of the piston. (A cubic foot of water weighs 1000 oz.)
- 6 7. Describe the siphon and explain the principle of its action.
- 15 A siphon filled with water has its ends inserted into water contained in two reservoirs of equal dimensions, the level of the surface of the water in one reservoir being 20 feet below the surface of the water in the other. State what would take place were the vertical distance of the highest point of the siphon i. 20, ii. 30, iii. 35 feet above the surface of the water in the upper reservoir. Given the specific gravity of mercury 13.57, and assuming the mercury-barometer to be standing at 30 inches.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 9.)

LATIN.

TIME—THREE HOURS.

Examiner—S. ARTHUR MARLING, M.A.

NOTE.—The minimum required to pass is 40 per cent.

Values.

$3 \times 5 =$
15

A.—CÆSAR, *Bellum Britannicum*.

- I. (a) What office did Cæsar hold at the time? (b) From whom, and for what time, did he receive his appointment? (c) What probable motive suggested it? (d) Who were the several party leaders at Rome during his absence? (e) What had Cæsar accomplished in Gaul before his invasion of Britain?

24

II. Translate :

Hunc illi e navi egressum, quum ad eos oratoris modo imperatoris mandata perferret, comprehenderant atque in vincula conjecerant: tum, prælio facto, remiserunt, et in petenda pace ejus rei culpam in multitudinem contulerunt, et propter imprudentiam ut ignosceretur, petiverunt. Cæsar questus, quòd, quum ultro in continentem legatis missis pacem ab se petissent, bellum sine causa intulissent, ignoscere imprudentiæ dixit, obsidesque imperavit: quorum illi partem statim dederunt, partem, ex longinquiore locis arcessitam, paucis diebus sese daturus dixerunt. Interea suos remigrare in agros jusserunt, principesque undique convenire et se civitatesque suas Cæsari commendare cœperunt.

$2 \times 2 =$
4

1. *Hunc, illi*—Who are meant?

$4 \times 3 =$
12

2. Parse *questus, arcessitam, daturus*; and give the principal parts.

$2 \times 3 =$
6

3. Whence are *vincula, imprudentiam, ultro* derived?

[OVER.]

Values.

$$2 \times 3 =$$

6

8

4. Mark the quantity of the penult. in *dederunt*, *arcessitam*, *ignoscere*.

5. Change the ablative absolute which occurs in the passage into a dependent proposition.

B.—VIRGIL, *Eclogues*.

$$3 + 1 +$$

$$2 + 1 =$$

7

I. (*a*) What is the meaning of 'Eclogue,' 'Idyll,' 'Bucolic' ? (*b*) To what class of poetry do Virgil's *Eclogues* belong ? (*c*) Name other poems of the same class. (*d*) Who was the patron of Virgil ?

18

II. Translate :

Namque canebat, uti magnum per inane coacta
Semina terrarumque animæque marisque fuissent
Et liquidi simul ignis : ut his exordia primis
Omnia et ipse tener mundi concreverit orbis ;
Tum durare solum et discludere Nerea ponto
Cœperit, et rerum paulatim sumere formas ;
Jamque novum terræ stupeant lucescere solem,
Altius atque cadant submotis nubibus imbres ;
Incipiant silvæ quum primum surgere, quumque
Rara per ignotos errent animalia montes.
Hinc lapides Pyrhæ jactos, Saturnia regna,
Caucasiasque refert volucres, furtumque Promethei.

$$2 \times 4 = 8$$

1. Explain the meaning of *cœperit* (l. 6), the case of *solem* (l. 7), the meaning of *hinc* (l. 11), the allusion in *Nerea*, &c., (l. 5).

8

2. Write short notes on the proper names in ll. 11 and 12.

$$1 \times 3 = 3$$

$$3 \times 2 = 6$$

2

3. Conjugate *lucescere*, *surgere*, *cœperit*.

4. Distinguish *rēfert* and *rēfert*, *sōlum* and *sōlum*.

5. What Roman poet does Virgil follow in this passage ?

III. Translate :

18

"Talia sæcla," suis dixerunt, "currite," fusis
Concordes stabili fatorum numine Parcæ.
Aggredere o magnos, aderit jam tempus, honores,
Cara deum suboles, magnum Jovis incrementum !
Aspice convexo nutantem pondere mundum,
Terrasque, tractusque maris, cœlumque profundum ;
Aspice, venturo lætantur ut omnia sæclo.
O mihi tam longæ maneat pars ultima vitæ,

Spiritus et, quantum sat erit tua dicere facta.
Non me carminibus vincet nec Thracius Orpheus,
Nec Linus; huic mater quamvis atque huic pater adsit,
Orphei Calliopea, Lino formosus Apollo.

- | | |
|------------|---|
| 3 | 1. Give the names of the Parcae. |
| 3 | 2. <i>Sæcla</i> —What case, and why? |
| 3 | 3. What peculiarity in line 6? |
| 3×4=
12 | 4. Give the inflexions of <i>Orphei</i> , <i>Apollo</i> , <i>aggredere</i> , <i>fusus</i> . |
| 2×3=
9 | 5. Scan ll. 4, 11, 12, marking all quantities. |

C.—GRAMMAR AND COMPOSITION.

- | | |
|--------------|--|
| 4×3=
12 | 1. Decline together <i>ingens onus</i> , <i>domus vetus</i> , and the interrogative <i>quis</i> in all genders. |
| 20 | 2. Write the second person singular future indicative of <i>eo</i> , <i>morior</i> , <i>possum</i> ; the first singular perfect indicative of <i>sperno</i> , <i>pendo</i> , <i>nanciscor</i> , <i>parco</i> , <i>differo</i> ; the nom. sing. masc. of <i>all</i> the participles of <i>loquor</i> , <i>eo</i> , <i>pingo</i> , <i>redimo</i> , <i>reor</i> , <i>ordior</i> . |
| 8 | 3. Write a list of prepositions governing the accusative case only. |
| 3+6+
6=15 | 4. What is the Gerundive? Construct two examples to show its use and meaning. |
| 10 | 5. Give the general rule for the sequence of tenses in Latin. |
| 6×4=
24 | 6. Express in idiomatic Latin, in as many ways as you can—(a) These boys were named Caius and Lucius. (b) The general was worthy of his soldiers' praise. (c) I will send some one to view the camp. (d) If we succeed in our enterprise, the way to the capital will be open to us. |
| 18 | 7. Translate into Latin :

(1) Phocion the Athenian was a poor man. Once when Alexander sent (abl. abs.) him a large sum of money, he asked, "Why does he give me this money"? The messenger replied, "Alexander thinks you the only good man among the Athenians." Then said Phocion, "Take away the money, I prefer to be good." |

[OVER.]

(2) *.* The Latin words for this sentence are given in order below.

18

Those of them who did not wish to be thought afraid said they did not dread the enemy, but the narrowness of the road, and the vastness of the forests which lay between them and Ariovistus, or that the supply of provisions could not be well kept up.

Qui sui ex hic minus timidus existimo volo, non sui hostis vereor, sed angustiae iter, et magnitudo sylva, qui inter is atque Ariovistus intercedo, aut res frumentarius. ut satis commode supporto possum, timeo dico.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 10.)

FRENCH.

TIME—THREE HOURS.

Examiner—S. ARTHUR MARLING, M.A.

NOTE.—The Candidate may take either A or B. The minimum for pass is 40 per cent.

Values.

A.—SOUVESTRE: *Un philosophe sous les toits.*

Translate :

25

(a) Je m'adressais ces questions en ralentissant le pas, et les yeux fixés sur la grande grille que je venais d'apercevoir. Tout à coup je la vis s'ouvrir, et deux enfants parurent sur le seuil. Bien que grandis, je les reconnus au premier coup d'œil : c'étaient l'enfant trouvé près du parapet du Louvre et son jeune conducteur. Le costume de ce dernier avait seulement subi d'importantes modifications : sa blouse de toile grise, dont la propreté touchait presque à l'élégance, était serrée à la taille par une ceinture de cuir verni ; il était chaussé de forts souliers, mais faits à son pied, coiffé d'une casquette de coutil toute neuve.

25

(b) L'activité d'un esprit vigoureux dont le monde profite, tourne presque toujours contre celui qui le possède. Il en devient plus exigeant avec la vie ; l'idéal qu'il poursuit le désenchante sans cesse de la réalité ; il ressemble à l'homme dont la vue serait trop subtile, et qui, dans le plus beau visage, apercevrait des taches et des rugosités. Je ne vous parle point des tentations plus fortes, des chutes plus profondes. Le génie, avez-vous dit, est une royauté ! mais quel honnête homme n'a peur d'être roi ? qui ne sent que pouvoir beaucoup, c'est, avec notre faiblesse et nos emportements, se préparer à beaucoup faillir !

[OVER.

Values.	
6	1. What is the Louvre?
8	2. 'importantes modifications.' Explain.
4	3. 'Il en devient.' What does <i>en</i> refer to?
3	4. Who is the speaker in (b)?
10	5. Tell what you know about him.
5×2= 10	6. Write the whole of the indic. pres. of <i>apercevoir</i> and <i>faits</i> .
5×2= 10	7. 'parurent,' 'poursuit.' Parse.
10	8. Quote the remark of Madame de Staël as to 'la gloire' and 'la puissance.'
2×6= 12	9. Show how you pronounce 'solennel', 'chef', 'chaos', 'fils', 'condamner', 'écho'.
4×3= 12	10. Distinguish <i>jeune</i> and <i>jeûne</i> , <i>tâche</i> and <i>tache</i> , <i>vous avez beau parler</i> and <i>vous avez bien parlé</i> .
10	11. With whom does the author contrast 'la mère Denis', and how?

B.—DE BONNECHOSE: *Lazare Hoche*.

Translate:

- 34 (a) Une commotion électrique passe ainsi dans tous les rangs, et une fièvre d'ambition que rien ne modère s'empare des chefs et des soldats; l'exaltation est à son comble. Hoche, qui l'a excitée, la partage: son langage s'en ressent, et elle communique à ses paroles fortement accentuées une certaine enflure imitée du jargon des clubs, qui est le cachet du style officiel de cette époque. C'est ainsi que le 12 novembre 1793 (21 brumaire), après avoir réorganisé son armée prête à agir dans les Vosges, de concert avec l'armée du Rhin, commandée par Pichegru, Hoche écrit à l'adjoint du ministre de la guerre: "Veuille le génie de la liberté être propice à nos armes! Les mesures sont prises, et, si j'en crois mes pressentiments, la meilleure cause triomphera. Je survivrais avec peine à un revers. Si j'avais ce malheur, j'enverrais à Paris nos dépouilles sanglantes. Patriotes, montrez-les au peuple; qu'il batte son arrière-ban, et que son dernier effort soit le coup de grâce des tyrans."

- | | |
|------------|--|
| 16 | (b) Hoche se trouvait, dans l'Ouest, au milieu de la chouannerie, dans cette guerre de haies, de chemins creux et de surprises nocturnes, faite par un ennemi le plus souvent invisible : il étouffait sur ce théâtre si triste et si étroit pour un homme d'un si grand cœur et d'un si beau génie. Il se faisait violence au dehors, mais il s'épanchait dans sa correspondance intime : on l'y voit tressaillir d'allégresse au bruit des succès de son ancienne armée de la Moselle, devenue armée de Sambre-et-Meuse. |
| 5×4=
20 | 1. Write explanatory notes on—
<div style="margin-left: 100px;"> '21 brumaire,'
 'arrière-ban,'
 'coup de grâce,'
 'chouannerie.'</div> |
| 4 | 2. 'S'en ressent.' What does 'en' refer to? |
| 7 | 3. 'accentuées.' Explain the meaning. |
| 4×4=
16 | 4. Parse 'veille', 'prises', 'enverrais', 'excitée', in (a), and give their principal parts. |
| 8 | 5. Tell briefly what you know of Pichegru. |
| 10 | 6. Quote any other instances that occur to you of the 'style officiel de cette époque'. |
| 6×2=
12 | 7. Write the whole of the preterite indicative of <i>part-age</i> , <i>survivrais</i> . |
| 12 | 8. Give the substance of the 'ordre du jour' issued by Hoche on his taking command in November, 1794. |
| 6 | 9. Account for the <i>t</i> (rather than any other letter) in <i>parla-t-il</i> . |

C.—DE FIVAS : *Introduction*.

Translate :

- | | |
|-----------|--|
| 22 | La Normandie est jointe à la Picardie ; ses plus grandes villes sont Rouen et Caen. Il y croît une infinité de pommes, dont ils font du cidre : car pour du vin, on n'y en fait guère ; parce qu'étant trop au nord, les raisins ne deviennent pas assez mûrs. Les Normands sont fameux pour les procès et la chicane. Ils ne répondent jamais directement à ce qu'on leur demande ; de sorte qu'il est passé en proverbe, quand un homme ne répond pas directement, de dire, qu'il répond en Normand. |
| 4×2=
8 | Give the principal parts of <i>croît</i> and <i>répond</i> . |

[OVER.]

D.—GRAMMAR AND COMPOSITION.

$$2 \times 9 = 18$$

1. What is the feminine of *étranger*, *vieux*, *menteur*, *sage*; and the plural of *arsenal*, *œil*, *l'un et l'autre*, *arc-en-ciel*, *te deum*?

$$2\frac{1}{2} \times 8 = 20$$

2. Write the third person singular present indicative of *protéger*, *céder*, *acquérir*, *bouillir*, and the present and past participles of *résoudre*, *coudre*, *asseoir*, *naître*.

$$5 \times 2 = 10$$

3. Distinguish *un palais de roi* and *un palais du roi*, *la bouteille à vin* and *la bouteille de vin*.

$$8 \times 6 = 48$$

4. Translate into idiomatic French:

- (1) It is said that there has been a terrible fire (*incendie*) at Paris.
- (2) There is nobody at home.
- (3) The soldiers of Alexander, forgetting their country, thought only of plunder (*butin*).
- (4) I never drink wine.
- (5) The most learned men often make the grossest (*grossier*) mistakes.
- (6) This horse is worth two hundred dollars.

29

5. Translate into English:

“La jeune fille revint s’asseoir auprès du grand feu de la place du Kremélin; elle pleurait en silence, le cœur oppressé, et n’ayant pas même la force de manger un morceau de pain qu’une vieille femme lui avait donné par compassion. Elle se voyait réduite à ce degré de misère où il lui fallait tendre la main aux passans pour en obtenir une faible aumône, accordée avec distraction (*indifference*) ou refusée avec mépris. Au moment de le faire, un mouvement d’orgueil la retint; mais le froid était si violent, qu’en passant la nuit dehors, elle risquait sa vie, et sa vie ne lui appartenait pas.”

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 11.)

GERMAN.

TIME—THREE HOURS.

Examiner—J. M. BUCHAN, M.A.

N.B.—*Though the total of the marks obtainable for answering the following questions is 312, 300 will be considered a full paper.*

Values.

55

1. Translate into idiomatic English :

Preisend mit viel schönem Reden
Ihrer Länder Werth und Zahl
Saßen viele deutsche Fürsten
Einst zu Worms im Kaisersaal.

„ Herrlich, “ sprach der Fürst von Sachsen,
„ Ist mein Land und seine Macht
Silber hegen seine Berge
Wohl in manchem tiefen Schacht. “

„ Seht mein Land in üpp'ger Fülle, “
Sprach der Kurfürst von dem Rhein,
„ Goldne Saaten in den Thälern,
Auf den Bergen edlen Wein! “

„ Große Städte, reiche Klöster, “
Ludwig, Herr zu Baiern, sprach,
„ Schaffen, daß mein Land den euren
Wohl nicht steht an Schätzen nach. “

Eberhard, der mit dem Barte,
Württemberg's geliebter Herr,
Sprach: „ Mein Land hat kleine Städte,
Trägt nicht Berge silberschwer.

Doch ein Kleinod hält's verborgen,
Daß in Wäldern noch so groß
Ich mein Haupt kann kühnlich legen
Jedem Unterthan in Schooß. “

[OVER.]

Und es rief der Herr von Sachsen,
Der von Baiern, der vom Rhein;
„Graf im Bart, ihr seid der reichste!
Euer Land trägt Edelstein.“

JUSTINUS KERNER.

- 20 (i.) Decline Kaisersaal, mein Land, seine Macht, ein Kleinod, geliebter Herr, mein Haupt, Schooß, Unterthan, Graf, Edelstein.
- 10 (ii.) What is the gender of Reden, Werth, Zahl, Berg, Schacht, Rhein, Wein, Schooß, Bart, Edelstein.
- 6 (iii.) Compare viel, herrlich, groß.
- 4 (iv.) What is the nominative singular of Fülle, Thälern, Städte, Schätzen.
- 15, i.e. 3×5 (v.) Give the imperative and the present indicative in full, and the past participle of sagen, sprach, schaffen, trägt, legen.
- 8 (vi.) Give the principal parts of preisend, steht nach, hält, verborgen.
- 10 (vii.) Distinguish Thalern from Thälern.
- | | | |
|-------|---|---------|
| Reich | " | reich. |
| viel | " | viel |
| voll | " | wohl. |
| wider | " | wieder. |
- 5 2. Quote in the original a stanza from Mein Vaterland, Mignon, or Der Sänger.
- 45 3. Translate into idiomatic English :
- Die goldbekleidete Frau entfernte sich lächelnd, und viele von den Kindern sprangen jetzt um die fröhliche Marie mit Lachen her, neckten sie und ermunterten sie zu Tänzen; andere brachten ihr Lämmer oder wunderbares Spielgeräth; andere machten auf Instrumenten Musik und sangen dazu. Am liebsten aber hielt sie sich zu der Gespielin, die ihr zuerst entgegen gegangen war, denn sie war die freundlichste und holdseligste von allen. Die kleine Marie rief einmal über das andere: „Ich will immer bei euch bleiben, und ihr sollt meine Schwestern sein,“ worüber alle Kinder lachten und sie umarmten.
- LUDWIG TIECK.
- 8 (i.) Decline die goldbekleidete Frau, die fröhliche Marie, wunderbares Spielgeräth, die Gespielin.
- 2 (ii.) Parse gegangen war.
- 20 4. Translate into English :
- Ein Mann hatte drei Freunde; zwei von ihnen liebte er sehr, der dritte war ihm gleichgültig [an object of indifference], obgleich dieser sein bester Freund war. Einst wurde er vor den Richter

Values. [judge], gefordert [summoned], wo er, ob[wohl] [though] un-
[schuld]ig, doch hart verflagt [accused] war. Wer unter Euch, sagte
er zu seinen Freunden, will mit mir gehen und für mich zeugen
[testify]? denn ich bin ungerecht verflagt und der König zürnt
[is angry].

4 What is the difference in meaning between ich bin verflagt
and ich werde verflagt?

5. Translate into German:

A.

36, i.e.

4×9

Both my brothers are ill.

After the death of my uncle I shall not have much
money.

What kind of books are you reading?

What is beautiful is not always good.

I have something to tell you.

Would you like to take a walk with me?

Of what are you speaking?

I come to tell you that I set out in the morning.

The teacher has praised you because you have been
industrious.

B.

32 *The German words for this exercise are given below in
the order in which they are to be used.*

On a warm May-day the loving mother carried her little
one out for the first time under the blooming trees.
Numberless blossoms glistened on the beds of the garden
and unfolded their glittering stars in the sunshine. In
the midst of the blooming creation the mother sat down
and pressed the exulting child to her heart with silent
tears of joy. But the little one kept ever turning her
eye to the variegated beds, and shouting and crying "Oh,
how beautiful! How very glorious it is all around!"

An ein warm Maitag tragen der lieben Mutter der Klein zu der
erstenmal hinaus unter der blühen Baum. Zahllos Blume glänzen
auf der Beet der Garten und entfalten ihr schimmern Stern in der
Strahl der Sonne. Mitten in der blühen Schöpfung lassen sich der
Mutter nieder und drücken der jubeln Kind mit still Freudenthräne an
ihr Brust. Aber der Klein wenden der Blick immer wieder auf der
bunt Beet und jauchzen und rufen: „O wie schön! Wie so gar
herrlich sein er hier überall!“

C.

32 Alexander the Great, on his expedition to conquer the
world, went through a long desert in Asia, in which water
was nowhere to be found. Finally a soldier found some
and brought it in his helmet to Alexander.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 12.)

E U C L I D .

TIME—TWO HOURS AND A HALF.

Examiner—JOHN J. TILLEY.

Values.

- | | |
|----|---|
| 10 | 1. (a) Define straight line, segment of a circle, rectilinear angle, trapezium, superficies.
(b) From the XVIII. and XXXII. propositions, Book I., deduce, respectively, the proof of the VI. and of the XVII. propositions. |
| 10 | 2. To make a triangle of which the sides shall be equal to three straight lines, but any two of these must be greater than the third. |
| 10 | 3. If a straight line fall upon two parallel straight lines it makes the two interior angles upon the same side together equal to two right angles, and also the alternate angles equal to each other, and also the exterior angle equal to the interior and opposite angle upon the same side. |
| 10 | 4. In any right-angled triangle the square which is described on the side subtending the right angle is equal to the squares described on the sides containing the right angle. |
| 10 | 5. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part together with the square on the other part. |
| 10 | 6. To describe a square that shall be equal to a given rectilinear figure. |

[OVER.]

Values.

- 10 7. In the ordinary figure of the 47th proposition, Book I., if the corners of the squares be joined externally, prove that the three triangles thus formed are equal to one another.
- 10 8. If ABCD be a quadrilateral, and E the bisection of the diagonal BD, and if through E a line, FEG, be drawn parallel to AC, and meeting AB in F and BC in G, shew that AG will bisect the given figure.
- 10 9. If A be the vertex of an isoscles triangle ABC, and CD be drawn perpendicular to AB, prove that the squares upon the three sides are together equal to the square on BD, and twice the square on AD and thrice the square on CD.
- 10 10. Any rectangle is half the rectangle contained by the diameters of the squares upon its two sides.

Education Department, Ontario,

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 13)

COMPOSITION.

TIME—ONE HOUR AND A QUARTER.

Examiner—JAMES HUGHES.

Each candidate may choose any one of the following topics :—

1. Physical Education.
2. The Trials of a Teacher.
3. The Triumphs of a Teacher.
4. “ A soul without reflection, like a pile
Without inhabitant, to ruin runs.”

The value of this paper is 75 marks. The Examiners, when valuing the composition, will take into consideration, among other things,

The purity, and clearness of the language used.

The grammar.

The punctuation.

The spelling and the use of capitals.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 14.)

CHEMISTRY.

TIME—ONE HOUR AND A HALF.

Examiner—J. C. GLASHAN.

N.B.—*In order to pass Candidates must make at least 22 marks on this paper, and at least 120 marks on the group—Natural Philosophy, Chemistry and Book-keeping.*

Values.

- | | |
|-----|--|
| 4 | 1. What is understood in chemistry by the expression an "element" or an "elementary body?" |
| 4 | How could you show that air is not an element? |
| 4 | What is the difference between a mechanical mixture and a chemical compound? |
| 4 | How could you show that Nitrogen Monoxide is a chemical compound? |
| 4 | 2. Describe any method of preparing Oxygen. |
| 4 | Write in symbols the reaction that occurs when Oxygen is prepared from Potassium Chlorate. |
| 4 | You are given three vessels, and are told that one contains Oxygen; one, Nitrogen Monoxide; and one, common Air; how would you determine which vessel contains the Oxygen? |
| 4 | What volume of Oxygen will 8 ounces of Potassium Chlorate yield; a cubic foot of Hydrogen at 60° F. and 30 ins. Bar. weighing 37 grains? ($K = 39.1$.) |
| 4×4 | 3. How may Nitrogen, Nitric Oxide (NO), Nitrous Anhydride (N_2O_3), and Nitrogen Peroxide (NO_2) be severally obtained from Nitric Acid or a Nitrate? |

[OVER.]

Values.

- 4 4. How could you distinguish Carbon Dioxide from Nitrogen?
- 4 The gas that sometimes collects at the bottom of deep wells is said to be Carbon Dioxide. By what experiments could you test the correctness of this statement?
- 4 How could you distinguish between Marsh Gas and Hydrogen?
- 4 Between Olefiant Gas and Carbon Monoxide?
- 4 5. In what respects does Sulphur resemble Oxygen?
- 4 By what other means, besides burning Sulphur, can Sulphur Dioxide be prepared?
- 2×4 Explain its action with solutions (1) of Potash, (2) of Chlorine.
- 6 6. How much Phosphorus is contained in 120 lbs. of bone-ash consisting of 88.4 per cent. of $\text{Ca}_3(\text{PO}_4)_2$ and 11.5 per cent. of CaCO_3 ? ($\text{Ca}=40$.)
- 6 What volume of Hydrogen is contained in one ounce of Microcosmic Salt $\text{NaNH}_4\text{HPO}_4 \cdot 4\text{H}_2\text{O}$? (37 grains of hydrogen to the cubic foot; $\text{Na}=23$.)
- 8 7. What is the simplest formula that can be assigned to a substance containing
- | | | |
|-----------|------|-------------|
| Carbon, | 54.5 | } per cent? |
| Hydrogen, | 9.2 | |
| Oxygen, | 36.3 | |
- 5 8. The chimney-glass increases the brightness of the flame of the common coal-oil lamp; why does it do so?
- 5 If you drive a current of air *into* the flame of an ordinary candle, the flame appears less bright than it did before the introduction of the air. Explain why this is the case.

Education Department, Ontario.

JULY EXAMINATIONS, 1879.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 15.)

BOOK-KEEPING.

TIME—ONE HOUR AND A QUARTER.

Examiner—J. J. TILLEY.

Values.

- | | |
|----|--|
| 6 | 1. Toms has \$500 in Ontario Bank, and wishes to draw it by check, to be given to-day, in Toronto. Write check. |
| 6 | 2. Smith gives Jones his note at 3 months from to-day for \$125. Write note, with amount of stamp required. |
| 6 | 3. Brown of Toronto draws, to-day, a sight draft for \$75, on Wilson of Whitby. Write draft. |
| 18 | 4. Journalize each of the above transactions, giving the entry for each person interested. |
| 10 | 5. A merchant in Cobourg wishes to send through the Bank a sum of money to a merchant in Toronto; explain how this may be done, in two ways, without expense to the Toronto merchant. |
| 10 | 6. John Wilson bought from R. Henry of Oshawa, March 14th, 1878, 12 yds. cotton @ 15c. per yd., 6½ lbs. tea @ 90c. per lb., 285 lbs. flour @ \$2.50 per cwt., and a suit of clothes \$15. Make out bill in proper form and receipt it. |
| 15 | 7. Journalize the following, giving my entries :
(a) I buy 200 bbls. flour from Scott at \$6 per bbl., pay \$500 in cash, give my note for \$300, balance to remain on account.
(b) Scott buys from me 200 yds. broad-cloth @ \$2.50 per yd., pays \$500 in cash, gives his note for \$300, balance paid by an order on Hoskin, which Hoskin accepts.
(c) Scott and I exchange notes. |
| 9 | 8. In making out your statements preparatory to closing your Ledger, where do the following items appear : Mdse. on hand, Cash, Money in Bank, Bills, Rec., Coal for use of Store, Balance of Interest, Any Real Estate ? |

